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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | | |
| Subject: | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): September 19 – September 23**  **Week 4** | | | |
| **Curriculum Area:**  **Fairy Tales and Folktales** |  | | | | | | **I Can Statements /Learning Targets**  I can identify the setting of the story. I can use illustrations to describe the setting. | | | |
| **Common Core Standards & Essential Standards** | **RL1.3:** Describe characters, setting and major events in a story, using key details. **RI1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text. **RL 1.7**-Use the illustrations and details in a story to describe its character, setting, or events. **RI 1.7-**Use the illustrations and details in a text to describe its key ideas **RF1.2c** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words. **W1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **SL1.6** Produce complete sentences when appropriate to task and situation. | | | | | | | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | **Why is the setting important to the story? What details in the story give you information about the characters? Setting? How do you know? Describe how the picture helps you understand what the author has written.** | | | | **Higher Order Thinking/Revised Blooms:** (Questions that will enable students to find connections or extend learning.)These need to be specific to the text you are using in the classroom. | | **Technology Standard TT1.1 Use a variety of technology tools to gather data and information TT1.3 Use technology tools to present data and information** | | | |
| **Vocabulary:**  Academic/Content | Character, setting, problem, main event, (beginning, middle, end)  Sight words, CVC words | | | | | | | | | |
| **Daily Five Activities for the Week** | **Read to Self**  Students should read a variety of texts with clear beginning, middle, and end to facilitate identification of story elements, especially characters | **Read To Someone**  Students will read books together **EEKK**  **Elbow to elbow, knee to knee** | | | | **Listen to Reading** | | **Word Work**  Launch this station this week  Short vowel sound mat  Sight words | | **Work on Writing**  Story for the week, handwriting practice, sentences related to a topic or picture |
| **Monday**  **Subject Integration: Social Studies-Rules**  Begin Cinderella Stories  Cinderella  Bubba the Cowboy Prince’The Egyptian Cinderella, Mufaro’s Beautiful Daughters, Yeh-Shen, A Cinderella Story from China | **Whole Group**  **Comprehension**: *Cinderella*-Describe the characters/setting/events  **Word Works**  **Daily Five**- Introduce Word Work-create an anchor chart for how to set up and clean up materials | | | **Small Group**  Make Your mark! Make your own dot!  Model correct/incorrect behaviors for Word Works  Use picture cards for pairs of students to match the setting and the place.  Students will model the correct behaviors at word works station | | | | | **Independent Work**  Daily Five   * Read to Self * Read to Someone * Word Works (build stamina 3 minutes and review) Have word works activity related to sight words, initial consonants, make words, etc. * WOW-copy short vowel words from chart that they can read. Advanced students may be able to use some of the short vowel words in a sentence.   Students will write a small moment story. Draw a picture and write about it.  **BOY Reading 3D Assessment** | |
| **Tuesday**  **Subject Integration:**  **Social Studies-Africa** | **Whole Group**  **Read Aloud**-Informational text related to comprehension text  **Comprehension**: Read  *Mufaro’s Daughters* to identify where/when the setting takes place in the story/describe the characters (Resource below)  **Word Works**:  **Daily Five**-Review I Charts-continue to have students build stamina in each center  **Writer’s Workshop**  Model how to add closure to narratives. | | | **Small Group**  Provide each group of students with a book to read and determine where the setting | | | | | **Independent Work**  Daily Five   * Read to Self (What’s the setting) * Work on Writing * Read to Someone-build stamina * Word Work-Short vowel activity   Students will practice adding closure to their stories.  **BOY Reading 3D Assessment** | |
| **Wednesday**  **Subject Integration: Social Studies** | **Whole Group**  **Read Aloud** **Comprehension**: Continue with a Cinderella story  **Word Works**-short vowel activity  **Daily Five** Quick review of Word Works chart/Review I Charts for other stations  **Writer’s Workshop**  Model how to edit work (spaces, first sentence capital letter) | | | **Small Group**  Provide students with magazines for them to search for pictures which could depict the setting of the story. Cut out the picture/glue it and write a couple of sentences based on the picture. | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing- Draw a picture of a setting and write a sentence * Read to Someone * Word Works   **BOY Reading 3D Assessment**  Provide students with a teacher story with intentional errors for them to practice. Give out a red or green crayon. | |
| **Thursday**  **Subject Integration:**  **Constitution Day** | **Whole Group**  **Read Aloud**: It’s Constitution Day (Scholastic-website below)  **Comprehension**: Cinderella story  Characters/setting/major events  See google drive first grade resources  **Word Works**:  **Daily Five**: Continue to review as needed | | | **Small Group**  Character and setting reading puzzle | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing Draw a picture of a setting and write a sentence * Read to Someone * Word Works * Introduce Listen to Reading (build stamina)   **BOY Reading 3D Assessment** | |
| **Friday**  **Celebrate Daily 5 for the week** | **Whole Group**  **Read Aloud:** Teacher’s choice of books  **Comprehension**: assess setting/character  **Word Works**: Short vowels(Smart Exchange)  **Daily Five**: Continue to practice the procedures for D5 stations, practice listen to reading | | | **Small Group**  Fill in the character/setting chart  Column 1 What the characters Do  Column 2 Where They Do It | | | | | **Independent Work**  Daily Five   * Read to Self * Work on Writing * Read to Someone * Word Works * Listen to Reading   **BOY Reading 3D Assessment** | |
| **Reflection-Checking for Understanding**  Students in need of remediation:  Action/Activities: | | | **Reflection-Checking for Understanding**  Students on target:  Action/Activities: | | | | | | **Reflection-Checking for Understanding**  Students who need enrichment:  Action/Activities**:** | |
| **Materials and Resources: Cinderella** [**http://firstgradeschoolhouse.blogspot.com/2012/09/cinderella-and-common-core-standards.html**](http://firstgradeschoolhouse.blogspot.com/2012/09/cinderella-and-common-core-standards.html)  [**https://drive.google.com/drive/folders/0BwUIRVcCVHxvflV5Z2o2YVNWb25hdmlEQXJwU3MzREUzT0ZWRVNScjh2ODBJbVNkall3eDg**](https://drive.google.com/drive/folders/0BwUIRVcCVHxvflV5Z2o2YVNWb25hdmlEQXJwU3MzREUzT0ZWRVNScjh2ODBJbVNkall3eDg)  [**http://www.scholastic.com/teachers/lesson-plan/mufaros-beautiful-daughters-lesson-plan**](http://www.scholastic.com/teachers/lesson-plan/mufaros-beautiful-daughters-lesson-plan)  [**https://www.youtube.com/watch?v=6sRQgD6wa8o**](https://www.youtube.com/watch?v=6sRQgD6wa8o) **Bubba the Cowboy Prince**  **Short vowel activities** [**http://blog.maketaketeach.com/how-to-make-vowel-sticks/#\_**](http://blog.maketaketeach.com/how-to-make-vowel-sticks/#_)  [**http://www.madefor1stgrade.com/2011/10/short-vowel-activities.html**](http://www.madefor1stgrade.com/2011/10/short-vowel-activities.html)  **http://exchange.smarttech.com/search.html?q=short+vowels**  **Setting Reading Puzzle** [**http://bogglesworldesl.com/kids\_worksheets/settingofastory.htm**](http://bogglesworldesl.com/kids_worksheets/settingofastory.htm)  **Constitution Day** [**http://www.k12.com/constitution-day#.U9-D2vldXIY**](http://www.k12.com/constitution-day#.U9-D2vldXIY)  [**http://www.scholastic.com/teachers/activity/its-constitution-day-listen-and-read-activity**](http://www.scholastic.com/teachers/activity/its-constitution-day-listen-and-read-activity) | | | | | | | | | | |
| *\*\*Small Group or Independent Activity*  *It is important to pre-teach each activity before it is placed in a student center for independent practice. Activities can be pre-taught in a whole- or small-group setting, depending on students’ needs and the complexity of the activity. Pre-teaching helps ensure students’ success; in order for students to take best advantage of practice opportunities, they need a clear understanding of the task and clear expectations of the center management and organization.* | | | | | | | | | | |